

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT AT ETP'S STUDENTS OF ACCOUNTING EDUCATION**



Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor
Degree of Education in English Education Department

By:

ARDITASARI PUTRI

A320130090

**ENGLISH EDUCATION DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2017

APPROVAL

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PUBLICATION ARTICLE

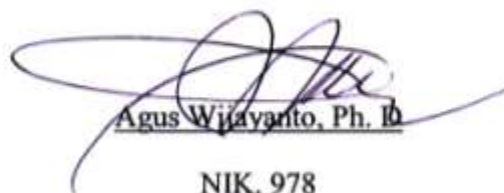
By:

Arditasari Putri

A320130090

Approved to be examined by Consultant

Consultant


Agus Wijayanto, Ph. D.
NIK. 978

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Written by:

ARDITASARI PUTRI
A320130090

Accepted and Approved by the Board of Examiners of
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Muhammadiyah University of Surakarta
on ... 2017

The Board Examiner:

1. **Agus Wijayanto, Ph.D**
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NIK : 769
(Member I)
3. **Aryati Prasetyarini, M.Pd**
NIK : 725
(Member II)

(.....)

(.....)

(.....)

Surakarta,
Muhammadiyah University of Surakarta
Department of English Education
Dean,



Prof. Dr. **Harun Joko Pravitno, M.Hum**
NIP. 19630428 199303 1 001

TESTIMONY

The undersigned,

Name : Arditasari Putri

NIM : A320130090

Program : Department of English Education

Research Title : An Analysis of Students' Ability in Writing Descriptive Text
at ETP's Students of Accounting Education

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Arditasari Putri

NIM. A320130090

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT ETP'S STUDENTS OF ACCOUNTING EDUCATION

ABSTRACT

This research focuses on students' ability in writing descriptive text, the development of main idea, the students' grammatical aspects, and cohesion and coherence at ETP's students of accounting education in Muhammadiyah University of Surakarta. The type of this research is qualitative research. The data source is the task to write descriptive paragraphs by ETP's students and giving information from informants or tutor who teaching the students. The researcher collects the data by giving assignments to students to write descriptive text. The techniques for analyzing data are reading the students' writing of descriptive text, analyzing the aspects of descriptive text; the development of main idea, grammatical aspects of writing, cohesion and coherence. The researcher classifying and scoring the students test of writing descriptive paragraph, and drawing conclusion based on the result of the research of the students' ability in writing descriptive text. The results show that (1) there are six techniques of developing the paragraph in students' descriptive texts, i.e. classification, deductive pattern, giving facts, objective pattern, subjective pattern, and storytelling. The highest percentage that is using deductive pattern with 29.8%, the second technique frequently used is giving the facts with 28.6%. The third frequently used is storytelling with 19%. The fourth frequently used is subjective pattern with 13%. Furthermore is the using of objective pattern with 6%. And the last is classification technique with 3.6%. (2) There are four types of error found in students writing; addition, misformation, misordering, and omission. The grammar errors which often appear are misformation error with 37%. Second, the frequent error made by the students is omission error with 29%. Furthermore, there is addition error with 19%. And the last is misordering error with 15%. (3) Cohesion aspects that in students descriptive text are seven types of conjunction, namely "although", "and", "because", "but", "however", "so", and "then". The use of conjunction mostly used is "because" with 34.7%, then the second is word "but" with 27%. The third frequent is conjunction "and" with 23.1%. Furthermore is the use of conjunction "although", "however", "so", and "then" with 3.8%.

Keywords: students' ability, writing, descriptive text

ABSTRAK

Penelitian ini berfokus pada kemampuan siswa dalam menulis teks deskriptif, pengembangan ide utama, aspek-aspek tata bahasa siswa, dan kohesi dan koherensi pada siswa-siswa ETP pendidikan akuntansi di Universitas Muhammadiyah Surakarta. Jenis dari penelitian ini adalah penelitian kualitatif. Sumber data adalah tugas untuk menulis paragraf deskriptif oleh siswa ETP dan pemberian informasi dari informan atau tutor yang mengajar para siswa. Peneliti mengumpulkan data dengan memberikan tugas kepada siswa untuk menulis teks deskriptif. Teknik yang digunakan untuk menganalisis data adalah membaca tulisan siswa, menganalisis

aspek-aspek teks deskriptif; pengembangan ide utama, aspek tata bahasa dalam penulisan, kohesi dan koherensi. Peneliti mengklasifikasi dan memberikan skor pada teks deskriptif siswa, dan menulis kesimpulan berdasarkan hasil dari penelitian pada kemampuan siswa dalam menulis teks deskriptif. Hasil penelitian menunjukkan bahwa (1) terdapat enam teknik pada pengembangan ide utama dalam teks deskriptif siswa, yaitu mengklasifikasi, pola deduktif, memberikan fakta-fakta, pola objektif, pola subjektif, dan bercerita. Persentase tertinggi adalah menggunakan pola deduktif dengan 29.8%, teknik kedua yang sering digunakan adalah memberikan fakta-fakta dengan 28.6%. Yang ketiga adalah teknik bercerita dengan 19%. Teknik keempat yang digunakan adalah pola subjektif dengan 13%. Selanjutnya adalah penggunaan pola objektif dengan 6%. Dan yang terakhir adalah teknik mengklasifikasi dengan 3.6%. (2) terdapat empat jenis kesalahan yang ditemukan dalam tulisan siswa; addition, misformation, misordering, dan omission. Kesalahan tata bahasa yang sering muncul adalah misformation dengan 37%. Kesalahan kedua yang dibuat siswa adalah omission dengan 29%. Selanjutnya, terdapat addition dengan 19%. Dan yang terakhir adalah misordering dengan 15%. (3) aspek-aspek kohesi yang ditemukan pada teks deskriptif yang dibuat siswa adalah tujuh jenis konjungsi, yaitu *“although”*, *“and”*, *“because”*, *“but”*, *“however”*, *“so”*, dan *“then”*. Penggunaan konjungsi sering terjadi pada kata *“because”* dengan 34.7%, kemudian konjungsi kedua adalah kata *“but”* dengan 27%. Konjungsi di urutan ketiga adalah kata *“and”* dengan 23.1%. Selanjutnya adalah penggunaan konjungsi *“although”*, *“however”*, *“so”*, dan *“then”* dengan 3.8%.

Kata kunci: kemampuan siswa, menulis, teks deskriptif

1. INTRODUCTION

English is the language of global terms that need to be developed in Indonesia. English is an international language so it is necessary for Indonesian to learn it. Here are several important reasons to learn English. The first is fluency in English can increase our value and would be more appreciated in the international business world. Next, English is also used in scientific language, so to excel in the science we must fluent in English. Then, we can teach and train communication in children using the English, so the children can know the English early. Beside that many learning resources both printed and internet media are using the English, so we can gain knowledge from these different sources.

Due to the ability to speak English, people is able to obtain and provide information that is very important to develop one self and the environment. According to Kashani, Mahmud, and Kalajahi (2013), English is often studied in formal educational, such as schools, universities, and language institutes. In

Indonesia, language has been incorporated into the curriculum of English schools and colleges so that English can be taught to the Indonesian learners well. Learners are humans being with all nature. In English there are four skills that should be mastered, one of them is writing. Writing as a skill of output, is considered the most difficult of the four basic language skills, it is a comprehensive embodiment of their English linguistic knowledge and proficiency. "Competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners." (Hamp and Heasley, 2006). In other words, writing is the part of the delivery of ideas or the depiction of a language so the message can be understood by the reader.

In learning English there is a variety the type of texts studied, there are descriptive, narrative, report, recount, procedure, announcement, advertisement, review, explanation, anecdote, spoof, news item, and discussion. In this study the researcher focuses on descriptive text, writing descriptive text which is often considered trivial, but there are still a lot of errors that occur in the process. The researcher thinks that a descriptive text makes students develop their imagination especially in written text in English. For this study the writer wants to know students' ability about writing descriptive text, especially for ETP's students of accounting education. Based on information from the ETP's tutor, the students' difficulty was in writing an English text, especially for students of accounting education which essentially do not learn more about the language.

English Tutorial Program (ETP) is a program provided by the Institute of Development Studies and Languages from Muhammadiyah University of Surakarta in particular for semester students of 1-2, where the program has a weighting of 35% over the course of English one they take. English Tutorial Program gives students a vehicle to improve the English language skills with fun and interactive method that course in accordance with the mind-set of students today. The background of this program is the holding of non-English students only has four credits of English. Thus, in this case insufficient to achieve comprehensive skills such as reading, speaking, listening, and writing. For that additional English language training is

given in the form of a tutorial. Formation of English Tutorial Program begins with the evaluation of the implementation of learning English. The results showed that students' speaking ability uncovered. Moreover, this activity is also intended to equip students so that makes it easier to plunge in the world of work

In this case, ETP's students have been asked to write descriptive text. Descriptive text is a text that is widely used in daily life to describe objects, places, people, animals, etc. Descriptive text defined as a text in English to describe what kind of objects or mortal that we describe the appearance, smell, sound, texture, quantity and its properties of the objects or mortal. Descriptive text does not require detailed information for example on research or observations depth in describing something. But, descriptive text further to describe what we see, hear and feel something that we want to describe.

In writing the descriptive text was not easy as imagined. There are some problems that arise when students will write descriptive text, among others, students still shy to speak and use English, lack of student motivation in learning English, this is evidenced by the difficulties experienced by students in English writing due to a lack of ideas and vocabulary, beside that the student still confused in distinguishing between the report text and descriptive text, they also assume that the English was difficult because they need to study the different grammar structure in Indonesian language.

Sari, Refnaldi, and Rosa (2013) studied about the writing skill in recount text of junior high school in Padang. Their study was conducted to see the students' skill and the problems faced by students in writing the recount text. Samples were students of eight grades. To view the problems faced by students in writing, they use the test results were analyzed based on aspects of writing. In addition, they also use a questionnaire which was distributed to the students. In their research the average problems experienced by students is on the mastery of grammar and vocabulary.

Based on the background above, the researcher is interested in analyzing their writing in descriptive text. As we know in general description is about our

experiences related to the senses, how something looks, sounds or feels. And explanations of descriptive text itself is a text or a paragraph that contains a picture of something that is being told in writing, so as to make the reader as if viewed directly about something that told. The descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting. Then the researcher tried to analyze the students' ability in writing descriptive text, especially for ETP's students of accounting education.

2. RESEARCH METHOD

The type of this research is qualitative research. The objects of this research are descriptive text made by ETP's students of accounting education in Muhammadiyah University of Surakarta. The data source is the task to write descriptive paragraphs by ETP's students and giving information from informants or tutor who teaching the students. The data will be collected with observation in ETP's groups and giving assignments to students to write descriptive text. The techniques for analyzing data are using an interactive model, this interaction divided into four types; data collection, data reduction, data presentation, and conclusion (Dulay, Burt, and Krashen, 1982).

3. FINDING AND DISCUSSION

Based on the data analysis, the researcher has found six techniques of developing the paragraph in students' descriptive texts, i.e. classification, deductive pattern, giving facts, objective pattern, subjective pattern, and storytelling. The finding on development of main idea can be summarized in the table 1 below.

Table 1. Development of Main Idea

NO.	TECHNIQUES	QUANTITY
1.	Deductive Pattern (general to specific)	29.8%
2.	Giving the Facts	28.6%
3.	Storytelling	19%

4.	Subjective Pattern	13%
5.	Objective Pattern	6%
6.	Classification	3.6%
TOTAL		100%

From the table above, could be seen that the techniques used by 25 ETP's students to create descriptive text with the highest percentage that is using deductive pattern or general to specific pattern with 29.8%, because all the 25 students using deductive pattern. The second technique frequently used was giving the facts by 24 students with 28.6%. The third frequently used was storytelling by 16 students with 19%. The fourth frequently used was subjective pattern by 11 students with 13%. Furthermore is the using of objective pattern by 5 students with 6%. And the last is classification technique by 3 students with 3.6%.

In analyzing the grammatical aspects that are found in the students' writings, the researcher used theory from Dulay, Burt, and Krashen (1982) that divide the errors into four types namely; addition, misformation, misordering, and omission. The finding on grammar aspects can be summarized in table 2 below.

Table 2. Grammatical Aspects of Writing

NO.	TYPES OF ERRORS	QUANTITY
1.	Misformation	37%
2.	Omission	29%
3.	Addition	19%
4.	Misordering	15%
TOTAL		100%

From the table above, the errors grammars which often appear are misformation error. The 24 data showed that the students do misformation error with 37%. Second, the frequent error made by the students is 19 omission error data with 29%. Furthermore, there are 12 addition error data with 19%. And the last is 10 data in misordering error with 15%. This study has difference result with the relevance

references, from Hami (2011) who investigated about students' ability in writing skills through the game. The advantages of using game are that the students could arrange the words and develop their paragraph in describing objects easily and accurately without consuming more time, because they were arranging and writing descriptive text based on the key words.

The researcher also analyze about the using of cohesion aspects and coherence in the students' writing. According to Halliday and Hasan (1976), they were divide cohesive aspects in descriptive writing into five types. However, in this study the researcher only focuses in one cohesive aspect, which is the using of conjunction. The researcher find seven types of conjunction in the students' writing, those are "*although*", "*and*", "*because*", "*but*", "*however*", "*so*", and "*then*". The finding on cohesion can be summarized in table 3.

Table 3. Cohesion Aspects

NO.	COHESION ASPECTS (CONJUNCTION)	QUANTITY
1.	Because	34.7%
2.	But	27%
3.	And	23.1%
4.	Although	3.8%
5.	However	3.8%
6.	So	3.8%
7.	Then	3.8%
TOTAL		100%

From the analysis above showed many students are already using conjunction in their writings. For example, the use of conjunction mostly used is "*because*" in 9 data with 34.7%, then the second is word "*but*" in 7 data with 27%. The third frequent of conjunction "*and*" in 6 data with 23.1%. Furthermore is the use of conjunction "*although*", "*however*", "*so*", and "*then*" in 1 data with 3.8%. The findings of this research about cohesion aspects of conjunction are different with the research by Andayani, Seken, and Marjohan (2014) who analysis the cohesion and

coherence of the students' narrative writings. The results of their study show that the students produced the five types of cohesive devices to serve the coherence of their writings.

4. CONCLUSION

In this part, the researcher concludes the result of the study, it can be inferred that the students' ability in writing descriptive text at the ETP's students of accounting education in Muhammadiyah University of Surakarta. The researcher has found six techniques of developing the paragraph in students' descriptive texts, i.e. classification, deductive pattern, giving facts, objective pattern, subjective pattern, and storytelling. In analyzing the grammatical aspects that are found in the students' writings, the researcher used theory from Dulay, Burt, and Krashen (1982) that divide the errors into four types namely; addition, misformation, misordering, and omission. In this study the researcher only focuses in one cohesive aspect, which is the using of conjunction. The researcher finds seven types of conjunction in the students' writing, those are "although", "and", "because", "but", "however", "so", and "then".

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